

## NUS calls for national body on union grants

by John O'Leary

Students will try to block any attempt to introduce a new system of financing their unions next year, Mr Trevor Phillips, president of the National Union of Students, warned this week. Neither the timetable nor the proposals put forward by the Government were acceptable as they stood, he said.

Mr Phillips, who has already written to Mrs Williams, Secretary of State for Education, asking for a year's delay in the implementation of any changes, put forward his own alternative proposals in a speech to student union officers. These involved the creation of a national council to set a minimum union fee and administer a national pool of funds.

Membership would be divided equally between student representatives and the payment authorities, and decisions, which would be binding on all parties, would be made with the agreement of two-thirds or three-quarters of the council. Local negotiations would remain essentially unchanged.

Apart from setting the minimum fee and administering the pool, from which local authorities might receive up to 100 per cent of the fees they paid, the council would also make funds available for major development plans in individual unions and receive recommendations from specialist panels on the detailed needs of unions in the different educational sectors.

Such a system would provide a framework of public accountability, said Mr Phillips, whereas the two-part scheme proposed by the Government failed to meet this objective. He said the public accountability of student unions was guaranteed in any case by their adherence to constitutions and the challenge of critics to visit any union to establish the facts and engage in open debate.

"Our position is unequivocal. We do accept the concept of public accountability and we do want changes which will benefit our less wealthy unions. What we want is to find solutions which are acceptable to all the parties involved," he said. "But we are not prepared to impose a solution on us without our agreement. It would be a massive resentment and hostility and the Government of the day can be assured of our bitter resistance."

Mr Phillips's remarks contrasted sharply with the welcome given to the Government's proposals by his predecessor, Miss Sue Silman. Mr Gordon Oakes, Minister of State for Higher Education, has told the union that no decision has yet been made on the timing of negotiations. An emergency NUS conference to discuss the proposals was demanded at this week's teacher education conference and could take place next month.

## Forced out on ethics issue

continued from front page

This year, on the order of the university court.

The court appointed a committee of inquiry to look into the case after the first centre investigation. When it met in January (only the fourth such inquiry by the court in 25 years) it decided to uphold the appeals.

"It is private and confidential," report told the senate: "There were numerous irregularities on the part of members of the department of psychology which have not been fully investigated, such as 'unofficial' examiners setting questions, the examination and marking these, and the disclosure of such markings by other examiners to members of the department who had no apparent right to see them." The senate appeals committee held, on its first investigation, took "grave consideration" of the fact that the examination marks, in the cases of Maskell and Harvie only, had been widely circulated and that this was, in the committee's view, a "serious breach of senate regulations".

The bulk of the case, the awarding of tokens to mental patients in order to modify their behaviour or in some way make contact with chronic mental cases, has been described as a "philosophical dispute between the 'realists' and the 'constructivists', within this profession. Both the students argue that this technique "deprives patients of basic freedoms and there is a strong element of coercion". Nursing staff, they say, can also abuse it by adopting the "favourite" patients and giving them more tokens than others.

The department of psychology at Glasgow disagreed with the students' version of some important events. In his statement to the second senate hearing, Dr John Greene, principal psychologist at Gartnavel Royal Hospital, where the disputed placements occurred, claimed that Mr Maskell had been offered the chance of not participating in the controversial scheme, which he refused. Mr Maskell, however, says the "glittering bits of fruit" offered involved "giving bits of fruit to chronic schizophrenics as awards in order to get them to talk to each other".

## Unions ditch NATFHE plea

by Patricia Santinelli

A controversial motion from the National Association of Teachers in Higher Education (NATFHE) to transfer training from the Manpower Services Commission to the Department of Education and Science was dropped from the union agenda at the last minute.

Instead congress was asked to vote yesterday on a composite motion on the education and training of young people moved by the National Union of Teachers, and seconded by NATFHE, which welcomed the MSC's Youth Opportunities Programme.

The Civil Service Union had proposed an amendment opposing such a transfer.

The disappearance from the agenda of the NATFHE composite motion reflects NATFHE policy, which supports universal training and education for all young people, but has never seen the establishment of a department of education, science and training as a panacea to the problems of youth unemployment.

However, the composite motion including proposals from the Educational Institute of Scotland and the CSI did call on the Government to introduce immediate and urgent co-ordination of the education, science and employment of the whole 15 to 19-year-old group.

## Didn't we do well, the DES says

by Maggie Richards

Government initiatives over the past four years have served to create a fairer, more efficient education system which is more able to meet the needs of the country, the Department of Education and Science says today.

In a recap of progress during the past four years the DES identifies four main themes which have dominated recent discussion and policy initiatives: the extension of educational opportunity and participation; improvements in the quality of education; management of the dramatic decline in pupil numbers; and educational support for the Government's industrial strategy.



Mrs Williams, Secretary of State for Education and Science, visited Edinburgh University this week. She is pictured looking at a model of an atomic model with Dr. Ian Soder (right) and Professor Geoffrey Allen.

## Science-based subjects are still the joker in the UCCA pack

by Ngalo Crequer

About 10 per cent of all university places are still unfilled and qualified candidates have been urged by the Universities Central Council on Admissions to apply for the last-minute places.

As predicted last week in *The Times*, most of the unfilled places are in science-based subjects, although the vacancies are widening. Some universities are experiencing a slow take-up rate in postgraduate places although nationally it is too early to gauge the position as students must arrange for finance.

There are still about 8,000 undergraduate places unfilled, although 72,000 people were placed by August. The numbers are slightly better than last year when of the 153,616 applications, 77,855 students were eventually admitted. This year there were about 4,000 more applications. The situation is not entirely similar as for the first three

UCCA operated this year a continuing application procedure. Intending students who received five or more offers were given one further chance to apply. This has effectively taken 1,500 people out of the normal clearing procedure.

According to UCCA there are still places in a wide range of subjects in the arts, agriculture, science, some medical sciences, social sciences and engineering.

A statistical survey by UCCA, published this week, indicates that in the early part of the new academic year there was growing pressure for university places in the main engineering subjects, in contrast to the pure sciences. The tables also show a decreasing proportion in arts and social studies subjects but as a larger proportion of these unemployed had poor examination results, UCCA says the change may not correspond to a real increase in pressure.

A statistical supplement to the *UCCA report 1976-77*, P. O. Box 28, Cheltenham, Glos. GL50 1HX.

## Mission proposed on China student

continued from front page

of Education and Science made it clear that full cost courses involving overseas students as a result of bilateral agreements would be exempt from the normal quotas.

One of the chief purposes behind the proposed student exchange is to upgrade Chinese science and technology.

A spokesman for the Chinese Embassy said this week that final numbers for the proposed exchanges were still under discussion, and that the details of the exchanges, particularly the language problems involved, had yet to be worked out.

He said China hoped to send about 100 students to Britain next year and that 51 were definite so far, principally for language courses. It is expected that about 25 British students would make the return journey. The number would probably rise over the years.

## Deputy finally gets Newcastle post

continued from front page

The 15-month search for a new Director of Newcastle Polytechnic ended with the appointment of the former deputy director, Dr. Loring Braden, who has been in the post in an acting capacity for a year.

Since the retirement of Dr. George Bosworth, the director's job has been advertised twice, to complete short list rejected by Newcastle Education Committee, and a number of candidates interviewed. The chairman of the polytechnic, Councillor Derek Webster, said the market had been thoroughly tested and no candidate had been found to match the acting director.

Dr. Braden went to Newcastle in 1974 from Strathclyde University. He has taken a particular interest in boosting income from research grants and consultancy and this has resulted in new research contracts worth £500,000 in the past three months.

Similar needs in the higher education sector prompted the production of the Oakes report, the document which, in a later section on higher education, states: "The Government believes that these proposals, taken in their totality, mark a real advance towards a solution of the problem of higher education in the maintained sector. They broadly agree with the Oakes report's conclusions and hope that they point the way towards possible arrangements."

Progress in Education: A Report on Recent Initiatives, HMSO, price 50p.

## Polytechnic threatened with closure

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there was no central admission service and examinations were not serviced by senior administrative staff.

"This must be a matter of concern to the council since it was not clear how the polytechnic could guarantee that it could meet consistent admissions standards."

A separate appendix to the report says that "it does not seem to have a very secure place in the academic life of the polytechnic". The report estimates that over the past decade the library has cost some £500,000 less on book and than similar institutions. The polytechnic's written statement to the library operators was not to have a library operated in a confined and "misleading" information about the number of reading places.

"Members did not consider it possible to recognize as library reading places tables and chairs set out in a public walkway adjacent to a main entrance and the library control staff outside the library control staff. Senior librarians were 'frowned and unhappy' and did not appear to attract the support of their academic colleagues."

The computer centre, which is the process of converting from a complete to a modular system, is reported to be chronically understaffed and unable to prepare for the equipment.

"Unless steps are taken immediately, the extra burdens imposed by the installation of the new system is likely to bring about the collapse of the polytechnic in the early part of the new academic session. The consequences of such a catastrophe for the polytechnic academic work can hardly be over-emphasized."

Meanwhile, any new course proposed will be considered in the light of the view that "the polytechnic is not considered to have procedures which are effective for the identification of course needs". The social studies degree is to be the subject of a special inspection during the next session.

The report has not been published by the polytechnic despite a CNA request that it receive "wide discussion". The director said this week that he visited to make "a comment whatsoever" until it had been fully discussed by the senate board and the governing body in meetings next week.

## Officers strike hits London students

Thousands of London students may be unable to find lodgings this year as the result of an "industrial" strike called last week by police officers at four of the five polytechnics "maintained" by the Inner London Education Authority.

The officers at North London, South Bank, Central and City polytechnics are seeking recognition from clerical to executive staff. They have the backing of the National and Local Government Officers Association.

## NEXT WEEK

Harry Rée on planned demerit. Tom Burns on the Broadcasting White Paper. Trinity College, Dublin, expansion.

The British Association for the Advancement of Science. John Fletcher reviews a new biography of Samuel Beckett.

Printed and Published by the Times Newspapers Limited, 1, Abchurch Lane, London EC4N 3DF. Telephone: 01-477 2000. Telegrams: "The Times" to London. Cable: "The Times" to London. Copyright © 1978 by the Times Newspapers Limited. All rights reserved.

## Polys launch counterattack on the role of the CNA

by Ngalo Crequer and John O'Leary

The polytechnics this week launched an attack on the role of the Council for National Academic Awards in the wake of reports on Teesside and North London Polytechnics.

Despite a generally favourable report on North London Mr Terence Miller, the director, called for a complete break with the present system of control by the council and local authorities. The polytechnics should be designated "technological universities" under the subject of a body similar to the University Grants Committee, awarding their own degrees, he said.

Mr Miller claimed to have the support of the majority of polytechnic directors in his desire for independence. He said the CNA's role was to run the system and the Association of Polytechnic Teachers were critical of the system of quinquennial reports as an indicator of excellence.

Although an external view was sought, members of visiting panels were often not experienced in the running of large institutions and could not produce an accurate comparison with universities, said Mr Miller. Polytechnics such as North London were quite capable of running their own courses, he said, and it was inevitable that they would do so eventually.

"We are so circumscribed with external controls that it is very difficult to introduce imaginative developments because it takes so long to win approval," said Mr Miller. "Becoming a university with a royal charter does not seem very important to me, but I do feel very strongly that we are now in a position to give our own awards."

Mr Miller's views are given prominent attention in the CNA report on North London, which noted that they were "vigorously supported elsewhere in the polytechnic". However, the report said: "While members respected these aspirations and found a great deal that

was good in the academic work of the institution, their discussions with staff would not have given them convincing grounds on which to lend their support to this case. They had been called upon to do so."

Mr B. A. T. Bleach, secretary of the CNA, said the council did not have a closed mind on the question of independent validation, but its charter and statutes made it possible for approving awards at the polytechnics. A debate had been in progress for three years on how to give institutions greater freedom and a working party on the subject would convene next month. In the meantime, the question of independence was out of the CNA's hands and could only be achieved by the granting of charters to individual institutions, he said.

The Association of Polytechnic Teachers has called for a "thorough-going inquiry" by the DES into the CNA's highly critical report on Teesside Polytechnic. The findings of such an inquiry would likely have repercussions on the individual polytechnic the APT says. The CNA report on Teesside was "only a nominal polytechnic report writ large".

"Many polytechnics have publicly stated that it is only following a critical CNA report that the resources necessary to run many of the functions of the polytechnic have become available," says the statement by the APT secretary.

The CNA seemed to be unable to distinguish the roles of the director and the local authority at Teesside and the APT said, and were inclined to blame the director for carrying out their activities in a manner which the attitude of the local education authority had made unavoidable.

Advising the DES to take a critical look at the Oakes report, it said if there were a mechanism there to avoid another Teesside, the APT says it believes there is no such mechanism.

## Firecroft trustees stand by the TUC

by Maggie Richards

The long-running saga of Firecroft College of Birmingham looked to be nearing its climax this week following talks between the college trustees and the Charity Commission.

Firecroft, an adult residential college at Selly Oak, was closed several years ago on student unrest. An inquiry later called for the alienation of the tutors and principal. Concern about the future of the college was heightened when the Birmingham Local Institution for the Blind showed interest in taking over the premises.

It had been intended that the college should be reopened in 1979 with a new governing body. But the

plan hit a stumbling block when the commission was to be considering alternative proposals for the future of Firecroft put forward by the Old Firecrofts' Guild—former students and friends of the college. In its submission the guild says the revised objectives of the college but insisted on the trustees' earlier support for strong TUC representation on the governing body, and argued that the simple majority be retained.

Commenting on the discussions this week, a spokeswoman for the commission said: "We are now considering the proposals put to us and will be writing to all the parties concerned very shortly. This in no way represents a change in our attitude that the college should remain an institution for adult liberal education."



Mr Terence Miller

On many occasions it was only the loyalty of polytechnic staff which stopped them speaking out about the unfortunate situation in which they worked and of "the charades played out in order to defeat the system". "Now," says the APT, "that gag is off."

Inadequate resources and an unsatisfactory administrative structure were the root causes of the situation at Teesside, says the National Association for Teachers and Friends of the APT. In furthering the guild's case, the APT says the revised plan for the college "comes particularly close to converting Firecroft into a trade union training college".

The proposed in-built majority of the governing body of students is consistent with the new objectives of the college but insisted on the trustees' earlier support for strong TUC representation on the governing body, and argued that the simple majority be retained.

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Mr Michael Posner

## New SSRC chief 'won't be stuffy'

Mr Michael Posner has been appointed chairman of the Social Science Research Council. He succeeds Mr Derek Robinson and will be taking up his four-year appointment on January 1, 1979.

Mr Posner, 47, is a member of British Railways Board. His previous appointments include: economic adviser in the Treasury, consultant to the International Monetary Fund, and economic adviser to the Department of Energy.

Two of his priorities at the SSRC will be to reduce the volume of

paperwork and to pass on much of the decision making to the committee, he said.

"I am not, however, a great reorganizer. There may be some changes that need to be made but I am not sure what they are yet. I certainly have not been overwhelmed with advice on what needs to be done."

"I was brought up in an old-fashioned way to believe that research was something that was done in a quiet, but that was all," Mr Posner said.

## Finniston's 'fail-safe' proposal

by Robin McKie  
Science Correspondent

A revolutionary new proposal is now being considered by the Finniston committee as part of its package of recommendations for reforming Britain's sagging manufacturing industry.

It is now known that a priority in the committee's thinking is the setting up of a new statutory authority to put into effect all the other Finniston committee proposals which will include sweeping recommendations for improving the quality of the British engineering, education and training and its ability to keep up with new developments.

Such a body, which could be the principal recommendation of the Finniston group, would then force the Government of the day to state from the start whether it supported the report of the committee.

And if the authority was set up, it would operate independently of political manoeuvring and the vagaries of the British electorate and would also be able to adopt new measures to improve British industry as prevailing conditions alter.

Sir Mervyn Finniston and his committee are now seriously considering this move because of their concern that previous government inquiry reports, including those of Prof. Sir Harold Phillips, have been discarded.

But Britain's future prosperity depends on the group's recommendations and Sir Mervyn is known to be determined that inquiry will be forced to make the necessary changes to improve its performance. Thus the committee believes that a statutory body could be the best way to ensure the implementation of its views.

In particular, one proposal which the committee will wish to see implemented is the improvement of employers' use of qualified engineers.

## Gates closed on exam students

University expansion—"Paucho" Robbins style—has hit Mexico. And the education authorities have responded boldly. Instead of filling merely halls and gyms with surplus examining students, the National University of Mexico recently stock the lot in the nearby Aztec football stadium with instructions to get on with their papers there.

And the move has great potential for Britain—like using Wembley for London University examinations. Instead of the cup final. But what about Chiswick? If the stadiums of Rangers and Celtic were used, would Protestant and Catholic students have to sit at opposite ends? And would cheering, bottle-throwing out between rival Latin and Greek students?

Maybe it's not such a good idea.

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## TUC education debate



Faces in the crowd: (left) Laurence (AUT), (center) Alvin (ACTT) Sapper, (right) Fred Cammaerts (NATFHE past-president).

## Boost for trade union college

by David Jobbins

A major boost for the Trades Union Congress campaign for a national trade union college was revealed at the Brighton Conference last week. Mrs. Marie Patterson, TUC vice-chairman, told delegates that a letter from Mrs. Shirley Williams, Education Secretary, had been received only the day before the debate setting out ways in which the Government might be able to help the TUC buy a building. Mrs. Williams also indicated how the Government might help with financing the college's work.

Describing the letter as "a major leap forward towards the realization of such a college", Mrs. Patterson said: "The issue of principle has been conceded. We shall now be going back from this conference and seeking an early meeting with her (Mrs. Williams) so that we can reach a firm agreement on the details."

## Civil servants dissent on policy for 16-19 year olds

Delegates to the TUC in Brighton overwhelmingly supported a resolution demanding closer coordination of Government policies on education, training and employment of 16 to 19-year-olds.

The composite resolution, put forward by NUT president Mr. Dewi Bunter, also demanded urgent proposals from the Government.

Mr. Bunter told delegates that rising numbers of school leavers came on to the job market their prospects became increasingly grim. Pressure is mounting on young people to withdraw from education as soon as possible and obtain jobs.

He was supported by Mr. Francis Cammaerts (National Association of Teachers in Further and Higher Education). He welcomed the Government's youth opportunities programme but added that young people were "faced with the temptation to snatch at the first job, however deplorable and uninteresting it may be, just to avoid the dilemma."

Mr. Cammaerts argued strongly in support of Mr. Bunter's contention that education and training should be continued after youngsters left school. "If we need comprehensive education for the five to 16-year-olds, do we not need it after 16?"

He felt it was even more important at that stage than before. "The only disappointing aspect during the debate came from Mr. Henry Alderson of the Civil and Public Services Association. This union had

"serious reservations" and was worried at the impact on it of the experience of the Government's Youth Opportunities Programme, welcomed in the resolution.

"We feel there is something of a conflict between work experience, and the staffing ceilings and public spending cuts we have experienced in our sections of the Civil Service."

"The use of young people through work experience should mean they would be doing work mainly associated with the clerical area covered by CPSA."

"This work should be done by full-time staff who are paid proper rates of pay and who are members of our association."

Mr. Alderson also attacked people who advocated not just co-ordination but full-blown amalgamation of training and education.

But TUC vice-chairman Mr. Mario Patterson assured him: "We are for co-ordination and not amalgamation." She described the resolution as a "major political statement" of the NUT and NATFHE. The TUC general council fully supported it.

"It is an important endorsement of the policies the general council has been painstakingly preparing and pursuing over the last few years."

It provided a comprehensive statement of trade union policy on education and training of young people, which could be pressed more strongly than before on the Government.

She agreed headway had been made through the TUC's "understanding" with the Labour government. "Our job now is to establish these gains in new legislation."

But the full recognition of such priorities had only just begun and in the coming years the TUC would be looking for substantial reforms.

Outlining the areas where the TUC demanded government action she claimed: "In the vital fields of further and higher education we still have two classes of students."

Some were paid to study full time. But others had to pay course fees out of their own wage packet and study in their own time.

Adult students on part-time courses should no longer be treated as second-class students. We must reform the structure of our grants system to provide grants for part-time students and paid educational leave for all workers," she told delegates.

What is involved is not just an administrative change, grafting on

existing policies but a radical re-orientation of the educational system as a whole. It is the duty of the community, where their interests are not only educational but cultural, offering activities from drama, music, theatre to film.

The report says: "It is the duty of the community to provide a centre to which the community looks for assistance and encouragement in promoting the wide range of formal and informal educational activities which constitute community education. It is the duty of the community to provide the necessary facilities and resources."

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## MSC 'variety' puts off some prospective students

Courses funded by the Manpower Services Commission and the varying levels of grants available for 16-19 year olds are potentially serious disincentives for prospective students.

This warning comes in a report produced by the Tertiary College Panel this week and edited by Mr. Fred James and Mr. John Miles, principals of Yeovil and Bridgwater Colleges.

The authors point out that tertiary college students need not suffer financially, since local authorities with established tertiary colleges have been successful in negotiating grants on grants and financial assistance with those obtainable under school regulations.

"But the one very real danger is that many students who have must contribute to the well being of society will be deterred from studying, unless a consistent level of financial support is introduced for the 16-19 age group," they say.

In their account of the development of tertiary colleges, based on the experience of both staff and students, they explain the benefits to the colleges, existence, their organizational structure, their costs and resources, and their relationship with adult and higher education, as well as with industry.

They emphasize that the success of existing tertiary colleges in responding to the educational needs of a particular area should serve both as an incentive and as a basis for the development of future tertiary institutions.

Exeter College, created in 1970, was the first tertiary college experiment based on a realization by the local education authority that there were educational, social and economic advantages to be gained by combining sixth form and further education work in a single institution. In 16 others have since followed.

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## North American News

## Unions attract members as cash cutbacks bite

from Ian Anderson

STANFORD Recent financial cutbacks within California's university and colleges are likely to enhance the prospect of unionization being adopted among the state's 28 campuses.

Legislation to allow collective bargaining for about 130,000 faculty and staff in California passed the state legislature on the final day of the session this month.

Manifestations of Proposition 13—the California taxpayers revolt (PERS, June 16)—has led to the elimination of cost of living increases in the financial year for university employees. A hiring freeze has been introduced on all non-academic positions.

Following Proposition 13 the University of California had \$15 million cut from its 1978-79 operating budget. The California State University and Colleges systems (CSUC) lost \$14.1 million. These reductions were on top of earlier cuts made by the state legislature.

Both systems are talking about the introduction of student tuition fees in the autumn of 1979 unless their financial positions are strengthened by the passage of legislation.

This would be a radical move in a state which has long prided itself on the quality of education offered to students at a low price.

In the midst of such financial stringency, union representation of faculty and staff is likely to appeal to university and college employees.

Various union organizations will be working university employees over the next few months before the formal introduction of collective bargaining on July 1, 1979. The employees may accept or reject union representation.

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United Professors of California, a CSUC faculty group, campaigned long and hard for the introduction of collective bargaining.

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The CSUC system has estimated that the cost of implementing the collective bargaining legislation will be about \$2.4m a year beginning in 1979-80 budget. Most of this money will be needed to hire staff in labour relations and related legal, administrative and clerical positions.

Both UC and CSUC opposed the legislation but were happier when its scope was narrowed in wages and employment conditions and the authority of the academic senate was guaranteed especially on matters of tenure, appointment, promotion and peer review.

The third arm of California higher education, the 101 community colleges, also faces an uncertain future. Unlike the university and state colleges, the community colleges depend partly on local property tax which was slashed by Proposition 13.

The community colleges were received in the 1978-79 fiscal year by a \$260m grant from the state which raised the total state grant \$300m more than other UC or CSUC received from the state.

There is speculation in Sacramento, the state capital, that the state will take over the complete financing of community colleges; a Bill would be an extra \$270m which at the moment comes from property tax revenue.

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New Zealand

## Warning on wages for non-academic staff

from Lindsay Wright

WELLINGTON  
Fears are mounting in New Zealand that the State Services Commission, the official employer of all state servants, may be mounting a campaign for increased involvement in setting salaries for non-academic staff in the universities.

The threat was not even guarded. A State Services Commission spokesman, Mr. D. J. Swallow, warned a meeting convened by the University Grants Committee that it non-academic staff appeared likely to obtain salary increases of which the commission disapproved, the Minister of State Services would use his powers under the State Services Remuneration and Conditions of Employment Act 1977, and bring negotiations to a halt by deeming all non-academic staff to be state servants.

The meeting was organized in an attempt to discuss the procedures to be adopted for settling salaries for senior university librarians, a group traditionally represented by the Association of University Teachers.

Both the AIT and the university vice-chancellors at the meeting favoured UGC involvement in settling librarians' salaries, but their differences with the State Services Commission highlighted problems that are mounting in the university system.

Two years ago university technicians successfully gained recognition of their national association as an industrial union under the Industrial Relations Act, placing their salary negotiation mechanisms firmly within the machinery of the private sector.

For the first time, the universities, through the Vice-Chancellors' Committee, had to respond collectively to the body to represent the employers in negotiating a national agreement.

Unaccustomed to direct bargaining with their employees, and anticipating that the union was unlikely to become militant, the university representatives expected to devise a loose agreement as a result of friendly discussions.

Agreement has not yet been reached, however, and the universities have yet to be convinced of the need to adjust their perceptions to accept the inevitability of

hard bargaining and active unionisation.

Under New Zealand industrial law the universities are clearly in the private sector of industry rather than the public sector, even though all salaries are provided by the state. University and public service salaries are linked in many ways, but notably through the regular application to university salaries of all salary increases applied across the board to state employees.

This link recently prompted the Victoria University branch of the Association of University Non-Academic Staff (AUNAS) to break rank with other university branches and seek membership of the Public Service Association.

Their application was unsuccessful and, together with other branches, they must now decide whether to attempt to gain recognition of AUNAS as a negotiating body or to give support to the Clerical Employees Association which already represents university clerical and administrative staff on salaries below \$8,000 a year.

Basically, however, the large group of intermediate and senior administrative staff, and the less senior library staff remain completely unrepresented in any negotiations on salaries and conditions of service in the universities. AUNAS focuses further problems because of its membership of various groups of staff, particularly librarians, to give the association any support.

The central problem is then, mounting awareness on the part of large numbers of non-academic staff that they are unrepresented, have no established authority with which to negotiate, and are unsure of how to achieve recognition.

Within this vacuum the Clerical Employees Association have lodged a dispute with the universities which, if prosecuted, must be resolved by legal arbitration and which claims the right to represent all administrative staff up to deputy registrar level.

This move is being resisted by both the universities and the staff, but if the alternative is to be drafted by government as public servants, both university groups may yet decide that the private sector union, even if not ideal, is a better protection for the traditional separation of university and state.

South Africa

## Students apologize over tribute

from Martin Feinstein

CAPE TOWN  
The newly elected Students' Representative Council at the University of Cape Town has apologized to the family of the late South African president, Dr Nico Diederichs, after its refusal to pass a motion of condolence and tribute seriously embarrassed the university.

On the night of President Diederichs' death, the SRC rejected by a narrow vote two motions of condolence which praised his "sincere commitment to South Africa and his role as an African statesman". They argued that as the figurehead of government, he was part of "an oppressive system to which the students of UCT have long been opposed".

A flood of letters and telegrams followed, and the vice-chancellor, Sir Richard Luyt, dissociated the

university from the SRC decision. "The SRC speaks for the students, as only and not for the university as a whole", he said. Both Sir Richard and the University Council sent condolences to the Diederichs family.

The president of the SRC, Mr. Dave Hill, defended the left-dominated council, which he said had acted in its corporate political role as mandated by the campus electorate.

"We have just voted our SRC into office on a mandate of total opposition to the Nationalist regime", he said. "Dr Diederichs was a prominent and powerful proponent of the policies we abhor".

The day before the apology, a UCT staff member, Bernard, a UCT staff member, threatened to resign unless the SRC was re-elected. The apology was carried by the SRC when its liberal members withdrew their earlier support for the left.

France

## Telescope may be victim of cuts in research expenditure

from Guy Neave

PARIS  
Astronomy is the latest victim of the French Government's squeeze on research expenditure. Visiting France's largest optical telescope situated 3,000 ft up in the Pirenees at the Pic du Midi, Mme Alice Saunier-Sieff, Minister for Higher Education, was told of this gloomy situation.

With the current budgetary situation, she was told by the observatory's director, M. Jean Roesch, the best that could be hoped for was

that the telescope might be used part time.

"This day is not far off", he predicted, "when we can no longer meet our running costs and expenditure further help. It is more than likely that we shall be forced to close the establishment down entirely".

By international standards, the two metres in diameter Pic du Midi telescope is modest. At present, the record is held by the Soviet Union with a 6 metre instrument. However, the Pic du Midi is extremely important to French research, particularly into the infra-



Women account for 10 per cent of students at the University of Damascus

## The cradle of Arab socialism

The University of Damascus, the largest in Syria, is noteworthy for more reasons than one. It was founded in 1933, when Syria was part of the Ottoman empire, and the medium of instruction at the sole faculty (medicine) was Turkish.

Today it is the only institution in the Middle East where all disciplines, including pure sciences and medicine, are taught in Arabic, and probably the only university in the region that has the faculty of philosophy.

Although one of the oldest institutions in the Arab world, the University of Damascus did not start accepting students for postgraduate courses until 1970. It still does not offer doctoral studies. The result is that all its teaching staff above the level of lecturer, were partly educated abroad—from the University of Karl Marx in East Germany, to the University of Cairo in Egypt, to the University of Sorbonne in France.

It is a university where both the representatives of the students' union and the teachers' federation sit on the management committees in different levels.

The University of Damascus was the cradle of the Arab family (resurrection) socialism—the official ideology not only of Syria but also Iraq, the neighbours who are at present hostile—during the late 1940s and early 1950s.

The university's connection with the North Party—firmly in power in Syria since 1963—continues, in style and substance. Both the student union and the Teachers' Federation are tied to the party.

Yet the university does not offer courses in political science, as such. Until two years ago the only way a Syrian student could study political science was to be accepted as a member of the North Party cadres, and undergo political education and training at the party's education centre.

Last year this centre was named the Institute of Political Science, and put on a formal footing of an academic institution, with its own entrance examinations (age limit of 26). The Institute is meant "specifically" to prepare the students for what Dr Elms Najma, its director, called "the supreme and higher cadres of the state: civil service, military, foreign affairs, mass media, and public sector undertakings".

The courses are wide-ranging, and include political regimes and systems, international organizations, local economy, international economy, philosophy, and languages.

Dihip Hiro concludes his series on the Middle East with a report on higher education in Syria

—with stress, wherever appropriate, on the ideology of the party.

The rector of Damascus University, Dr Mustafa Haddad, is an important member of the Baath, and inclined to attribute progress in education, and other fields, to the party.

"Since the March 1963 Revolution", the number of university departments has nearly doubled, from 38 to 70, and that of the students and the teaching staff more than tripled. The expansion has been all the more in the science and technology faculties, which is what the party wants—for the national growth and the enrichment of Arab civilization", he said.

Just before the revolution, the number of students of pure sciences, engineering, agriculture and medicine was 30 per cent of the total; now it is over 40 per cent and is expected to move up to 50 per cent by the early 1980s.

Already, with its near 600,000 students, including 100,000 women, the engineering faculty—inferring from its civil, electrical, and mechanical engineering—is the third largest on the campus. It is followed closely by pure sciences where some 30 per cent of the students are female.

Agriculture, the next important faculty, has seen fairly rapid expansion recently. Then comes medicine, with 20 per cent of the places taken up by women. This faculty is remarkable for being the only one in the Middle East to use Arabic as the medium of instruction.

By far the largest among the faculties is the arts. It offers Arabic, English, French, history, geography, and philosophy and social studies. English has already superseded French the traditional European language of the educated Syrians, as the popular foreign language both on the campus and outside.

University education for the Syrian nationals and Palestinians is free as long as the student does not fail his finals. If he does he has to pay the tuition fees of Syrian £500 (£150) to Syrian £150 (£25) a year. Every student is a member of the Students' Union, which is affiliated to the National Union of Syrian Students, a body open to the

students aged 17 and above.

The creation of the National Progressive Front in March 1972—consisting of the Baath, the Arab Socialist Union, the Communists, the Unionist Socialist Movement, and the Arab Socialist Movement—made no difference to the union's links with Baath.

The covenant, signed by the constituents of the Progressive Front, states: "In order to avoid creating any kind of form of conflict or strife among the students under the Front, and in order to create an amicable atmosphere in the end, the non-Baathist parties commit themselves to work hard to set their organizational activities in this particular sector."

The union has its own building on the campus, a place that is decorated with mural murals. It is a place where the students and the teaching staff meet as members of the Front, and in order to create an amicable atmosphere in the end, the non-Baathist parties commit themselves to work hard to set their organizational activities in this particular sector."

In contrast, the share of the Teachers' Federation on these committees does not exceed one member. Nonetheless, it is an important organization, and its members, for instance, were the heads of the Teachers' Federation at the campus.

The same pattern of student and staff participation in management exists at the newer universities, Aleppo and Latakia. The former was established in 1960, when the engineering college, then affiliated to the University of Damascus, was transformed into a university faculty; and the latter in 1976.

This measured growth in university education is the result of economic factors. Syria is not an oil-producing country enjoying a boom triggered off by the quadrupling of oil price in late 1973. If anything, its economy is in a poor state. The cumulative strain of being a confrontation state for 30 years, the continued maintenance of a vast military force do not allow Syria to invest large sums into such social services as higher education.

The supply of the university graduates already exceeds demand. More than a quarter of the university graduates have to wait as long as a year or more, before finding a suitable job—an unusual situation in the Middle East of today.

In short, whatever may have been the achievements of the Baathist regime in the field of higher education in the Syria of the past 15 years, the future is not likely to witness a similar growth.

Denmark

## Forecast incorrect

Forecast earlier this year that Danish universities would drop sharply have proved incorrect. Only the country's largest university, Copenhagen, (30,000 students) has noticed a slight decline in applications. Aarhus and Odense universities have, by comparison, received considerably more than in 1977.

This number of applications, nevertheless, exceed places available at all universities and university centres, with the exception of Aalborg, which has 150 places.

British Association at Bath

## Standard of environmental degrees is attacked

A warning that students should be asked to take degrees in environmental science is expected to be the outcome of a meeting on Monday of a joint body representing British institutes of science and engineering.

A motion on these lines is to be considered by the Council of Environmental Science and Engineering, and its chairman, Dr Arnold Robinson, said he fully expected that it would be approved. The decision would mean the decision to set the issue follows last week's meeting of the British Association when many delegates at a symposium on environmental science expressed concern about the general standard of courses.

Dr Robinson criticized environmental science courses, which are offered at more than 100 universities and polytechnics throughout Britain, as "hatcheries of various different subjects—including chemistry, engineering, biology and others. They are far too diffuse and try to teach far too many subjects in insufficient detail", he added.

And the council, which is made up of representatives of the Council of Engineering Institutions and the Council for Science and Technology, will issue a statement in careers advisory centres in schools, polytechnics and universities in Britain. This will advise pupils to take standard first degrees in subjects such as chemistry or engineering, and then follow these up with postgraduate environmental science courses.

"At present, pupils with environmental science degrees are not getting good jobs and those who do often have to work in environmental content", Dr Robinson added.

"There is a real need for environmental scientists but we are just not being professional enough in our training of them."

Dr Robinson said present environmental science graduates were

Robin McKie, Science Correspondent, reports

at a strong disadvantage when competing with other science graduates for jobs. The chemical industry naturally preferred those with full chemistry degrees rather than graduates whose courses only had a small chemistry component. This also applied to other degrees including engineering. Until matters were put right they would advise pupils not to take environmental science courses, he added.

This view is reinforced by a report prepared by a council discussion group which states: "We hope that career advisers will emphasize to sixth formers and undergraduates not only the limited possibilities open to graduates in environmental science but also the difficulties of proceeding to a professional qualification based on such degrees."

"We hope that students who wish to become involved in environmental problems will be advised to take a first degree based on one of the major disciplines as this will enable the graduate to qualify for membership of one of the professional bodies. He or she can then proceed to take one of the post-graduate courses to obtain expertise in the chosen environmental subject."

And speaking at the symposium at the British Association meeting last week, Sir Ieuan Muddock, secretary of the BA, said there were already too many amateur environmentalists in Britain. He added that environmental scientists must now be able to understand problems that range from purely scientific matters such as chemical pollutants and their action to more ambiguous issues including economic and aesthetic factors.

"In coming years, there will be more inquiries on environmental issues, more concern, and more criticism", he said. "There must

then be more experts who can deal with issues and put them on a sound scientific basis."

Professor Michael Delany, of Bradford University, said that one of the 26 universities now offering environmental science degrees, only six had more than one staff member in the department.

The remaining 20 offered degrees which were merely based on existing courses such as geography, geology, chemistry, and biology and were frequently labelled "Sciences" degrees.

"This system has both academic advantages and dangers. To its credit it often permits breadth of choice and diversification but it can also lack integration and coordination", he said.

"There can also develop among students attending these courses a lack of identity, and unlike their counterparts they have no department or academic building with which they can readily associate themselves."

And Professor Delany warned that the premature diversification of course contents could prove to be a particular problem in establishing new environmental science departments. The term "environment" provided considerable licence for interpretation and the implementation of the wide range of courses could lead to their treatment at too superficial a level.

Referring to the growing popularity of environmental subjects, Professor Delany revealed that in 1967, Lancaster University provided the only environmental science courses available. Now the number of universities offering such courses had reached 26.

However, the more traditional courses, which were nevertheless related to environmental science, such as agriculture, forestry, planning and others, had remained relatively static with regard to numbers.

## Biomedical students must be flexible

The ever-increasing numbers of biomedical students in Britain will have to be more flexible in attitude in future if they hope to survive the serious career limitations now imposed at higher education. This warning was given by Professor Kenneth Hodgkin, head of the biochemistry department at University College, Cardiff, at the BA annual meeting last week.

Professor Hodgkin said competition for posts now made careers in biomedical education for biomedical students extremely poor prospects. He revealed that for the last six teaching staff appointments made at his department since 1973 there had been more than 100 applications for each position.

He added that because biomedical sciences, including biochemistry,

physical and biology, were popular student choices, the recent lack of growth of science in this country would have a particularly severe effect on the over-increasing numbers of these graduates. And this increase in the supply of highly qualified people in a static employment situation could be expected to change their relative earnings in two ways.

"Firstly, because supply increases faster than demand, salaries tend to fall, and, secondly, the highly qualified move into jobs previously done by the less qualified, and which are therefore less well paid."

Professor Hodgkin said: "The fact that competition for employment as a member of teaching staff of a university or polytechnic or a research institute remains so in-

crease, presumably indicates that job satisfaction is of greater importance than salary in the highly qualified biomedical scientist."

But Professor Hodgkin believed that despite this depressing picture there was still some room for hope for biomedical students leaving universities. "A training in a biomedical science demands a high degree of intelligence, an ability to make judgments and make decisions on the basis of available evidence, a willingness to experiment, a considerable self-sufficiency and a capacity to overcome difficulties."

A biomedical training thus provided an excellent background for a wide variety of employment and graduates should not be over-optimistic provided they adopted a flexible attitude towards an eventual career.



Delegates at the inaugural meeting in Bath Abbey.

## Science at school should be unifying not divisive

Science education must not be thought of as a divisive selective experience, but instead should be considered a unifying one. Professor John Eggleston, head of Keele University's education department, told the annual meeting of the British Association that to achieve this would be one of the greatest revolutions in education's history.

There must be an end to the situation where most primary school children who were fascinated by science were transformed into school leavers who saw themselves categorically as non-scientists, he believed.

"Could it be that the reality of science education is that it is no more than a highly effective selective experience which identifies a very limited number of people as 'scientists' and a very large number of 'non-scientists'?", he asked.

There was a major shortage of science teachers, and an even greater shortage of good ones, which made it clear why so many young people turned against it. But more importantly, it was necessary

to move science from the laboratory to the classroom in such places as education. Eggleston said education had a great deal to learn from industry, which had developed scientific capacity and activity without the restriction with which science education had surrounded itself.

"Industry rarely has physicists acting as biologists or biologists acting as biologists—they are rather development scientists or engineers whose job it is to solve problems in which any solution is valid."

The way forward was to open up science and mathematics education to make its language and achievement more accessible and even common-place. For instance, ways could be found in which a great deal of science could be taught in the ordinary classroom as well as in the laboratory and by non-science teachers as well as science teachers.

"Slowly we may be edging towards a way forward where science education is not a divisive selective experience but rather a unifying one," Professor Eggleston added. "To fully achieve it would require us to achieve the greatest educational revolution since we set ourselves the task of providing education for all."

## A shaggy pig story from the genetic engineers

Shed a tear for the poor old sheep which looks as though it could be facing redundancy—for a British scientist has now proposed that genetic engineering could lead to the development of the woolly pig!

The British Association heard that herds of fleecy porkers could have many commercial advantages including the provision of bacon in combination with supplying bales of wool.

Dr John King, director of the animal breeding research organization in Edinburgh, said the enthusiastic breeding habits of the pig—which produces about five times the number of offspring of a sheep in a year—were an added bonus.

"It would clearly be highly advantageous to engineer pigs that

not only maintained the prolificacy of their species but also grew the fleece of a sheep," he added.

But the prospects for such a radical change in the farmyard scene must be considered puny, Dr King said. "Although the structural genes necessary for this synthesis of wool proteins could perhaps be introduced in the pig, there would still be major problems with regulatory genes necessary to switch the structural genes on and off."

And he added: "Such attempts will probably be made and could eventually be successful but we should not depend upon them for the future improvement of our own industries." No doubt, Dr Archer will be reassured to hear



The recipients of the University of Bath honorary degrees: Professor Dorothy Hodgkin, Professor Sam Edwards and Sir Ieuan Muddock.



Trinity College, Dublin, has just taken over its new art block. Ngaio Crequer visited the campus

## Where once only grouse shooting fellows dared tread



Some of the older buildings at Trinity College



And the new £5.5 million art block.

The students of Trinity College, Dublin will soon find their own uses for a site once restricted to fellows and their grouse shooting. A tidy grass square at the south-west of the college grounds is now the site of a £5.5m art block. Conceived in the Sixties, redesigned in the Seventies after planning objections, and latterly delayed by strikes and the shortage of materials, the building is now safely in the hands of the university, and staff and students are beginning to move in.

Already nicknamed "the hunk", since some of it is underground, and some of the seminar rooms have no windows, the building manages to merge into the grey grandeur of Trinity and add to the profuse variety of styles to be found within the precincts.

It is part of a flurry of proposed building activity in which the college has embarked; more than twice the money spent so far will provide a massive new science complex, and sports hall. Yet the expansion of Trinity and add to the profuse variety of styles to be found within the precincts.

From the start of the campaign for a new art block, the concern to keep the college's history and traditional way of life has dogged the proceedings. The college obtained general planning permission in 1971, and the Dublin Civic Group judged the proposals acceptable.

Many people are now surprised at how the building has fitted so snugly into its surroundings. They feel it is a conspicuous gain, as it has been built on a square once closed to most of the college and only used by fellows.

Old lamp standards from Dublin

Corporation line the square and an Alexander Calder stable has been erected at the front. ("It is a circus in case you are not sure", it was told.)

The interior is likely to arouse great interest. The concrete walls have been left unadorned, except for occasional red stripes on rough concrete. And they will be an obvious target for student graffiti or vandalism. One new tenant said: "I think students will have to be educated into using it."

Some inside walls have been made of a mixture of sawdust, sand and cement. This means they are flexible and could be pulled down, and others built elsewhere, if the needs of the college change in the future, but they have yet to be seriously tested for soundproofing.

The building has 161 staff rooms, 30 suites for heads of department with space for secretaries, 50 seminar rooms, 12 lecture theatres with flat floors and four raked, eight lecture halls, an exhibition hall, a language and communication centre, a recording studio, an administrative area, a library with 600 study places and a coffee bar which will cater for 1,100 students an hour.

Within the building, but funded separately, is the Douglas Hyde Art Gallery. It is easily accessible to the public and specially designed for visiting exhibitions. Although there is one full-time officer, organization depends largely on the voluntary work of staff and students.

The art block was designed by London architects Ahrens, Burton and Knaack. Their involvement with Trinity College began when they won the chance in an international competition to design the New Library, now renamed the Berkeley Library, which is adjacent to the art block. The library opened in 1977.

The art block will take 3,000 students. Several existing departments are now inadequately housed in older buildings in the centre of the college, or in a largely dilapidated street just outside the college walls, will now move in. Attention will shift to other departments, in particular the East End project, a plan to provide modern science buildings.

Trinity has had only two new science accommodation could be well behind those of other colleges. There are also plans for a new sports hall. As a temporary solution the college is to build a two-storey sports hall and use the ground floor for science accommodation for five years. The Irish Higher Education Authority has just given permission for it to be put out to tender, and the college hopes the building will be in use by Michaelmas 1980.

That will be East End development Stage 1. The rest of the project might be more difficult. It involves the demolition of a row of old nineteenth-century buildings on Westland Row and Pearse Street, just outside the college walls, and the university uses some of these houses but others are shops. But a battle looms since one of the houses was the birthplace of Oscar Wilde.

The college has been growing in a slow but steady rate. During the 1960s the policy of the governing body was to keep the population at 1,000. In 1965 they decided that 6,000 would eventually be the maximum number. In a business environment, this was a realistic estimate of student numbers, this has remained constant.

The estimates for 1977-78 are 5,612 students—4,599 of them under-

graduates and 1,013 postgraduates. The numbers include part-timers and students on diploma and other non-degree courses. The projections for 1978-79 are 5,851.

Nobody wants to ask what will happen when the 6,000 mark is reached. Trinity College has been very happy virtually containing itself on the one 40-acre site in the heart of Dublin. The alternatives are simple but unpopular: in stop growing; to build a new campus elsewhere; or to increase the density on the present site.

Of equal concern is the falling number of applicants from Northern Ireland. Of the full-time students now at Trinity, 2 per cent are from Britain, 84 per cent are from the Republic, mainly Dublin, 7 per cent from Northern Ireland and 7 per cent from overseas.

In the 1950s the proportion of Northern Irish students was about 30 per cent but this has been falling ever since. Trinity still likes to see itself as a university for the whole of Ireland but the figures do not bear out the claim.

On the face of it, the anatomy of development at Trinity would compare favourably with many British universities, but comparisons are not easy.

Mr P. C. W. Whelan, the Trinity College treasurer, says: "Government policy has been to try to maintain a steady pace and to keep capital development going so as to ensure growth and employment. Capital expenditure per student in Ireland is higher than in the United Kingdom, but we start from a much lower base."

In terms of recurrent grant, Trinity gets about £1,200 a year for each full-time student. The 1978 grant from the Higher Education Authority was £7,169,000, which included a furniture grant and

money for minor works. It is expected a further £500,000 will be available for the year as a supplement.

About 85 per cent of Trinity income comes from its block grant, 13 per cent from fees and 2 per cent from other sources, including internal endowments. The Higher Education Authority specifies that Trinity should not provide for residential developments. The college has accommodation for about 800 students; the majority of its students were donated many years ago.

The potential of the new art block as an out-of-term money earner is being modestly raised by the university as a whole is in a second full year of summer holidays.

But expansion of higher education in the Republic will be hampered by the lack of funds for students. Trinity has to get a grant. Last year Trinity College only 1,270 students but grants, through the college, a number of its own scholars.

It remains to be seen how Trinity's physical expansion will affect its internal development. It has become increasingly difficult to find a site for a new building, and one that is not too far from the college.

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Harry Rée explains why he took a step down to the classroom

## Why I planned my demotion

When I decided to leave the chair of education at York seven years before I need have done, there were some strange reactions from friends and others. Since my intended destination was a comprehensive school in Hackney many thought I was indulging my masochistic tendencies, some thought I was brave, some thought I was stupid. They were all wrong, though indulging my fancy might be near the mark. There were three negative reasons which prompted me to leave.

First I had begun to feel I wasn't doing my job as well as I should. I wasn't getting on, but I was becoming a bit forgetful, and worse than that, I was getting a bit bored, and so much with the chores, but with education. I found myself getting much more out of a novel or a play than out of almost any book on education; at conferences my talks were becoming a bit repetitive and rather pompous were, for me, often superficial. All this made me feel guilty and I didn't like this.

Second I realized that the world I was supposed to be preparing students for, especially the school world, was very different from the world I had grown up in. Very different too from the world of York University. I had too little experience of the new world to be much use to them.

Third I had more than enough money coming in to live happily ever after. I could cheerfully do without seeing Naples; My kids were off my hands and earning their own living; I'd paid off the mortgage. I didn't need all my income, so the thought of a drop was no worry.

There were three positive reasons for wanting to break away. I wanted to do something which really interested me, but which at the same time was useful so that someone would pay me for doing it. I wanted to find out, at first hand, what was happening in comprehensive schools. I'd been in my job for more than ten years and it was time, not only for me but for the department, to have a shake-up.

Ever since I started working in institutions I've resisted the gerontocracies, and now I was becoming a Ypocris myself. (I even know Greek). So I was merely being consistent in relinquishing a power I felt was no longer justified. And finally, the move fitted in with my theory that one shouldn't spend more than 10 years in one job, otherwise one risks losing that "appetite for experience" which John Berger writes about in *A Fortunate Man*; and this is dangerous, if not immediately fatal.

There were of course personal reasons; for instance I didn't like living in a rented house, which the City of York has become; I found it claustrophobic and longed for the open metropolitan spaces.

Of course I could have retired to Wuthering Heights and grown roses and walked a dog (ugh!). But if I was going to achieve my first aim and find out what had become of the world, I didn't want to be a mere spectator. Before the war I'd spent years in a French village delivering milk morning and evening. I'd realized then that the very best way, and the most amusing, to study a society was to be a contributor to it, rather than go in as a tourist, or even as an objective researcher. So I decided I must do something. I'd get paid for it, and since I'd started life as a schoolteacher, it seemed sensible to go back to that, especially as there was a shortage of language teachers in schools at the time.

I might, of course, just as satisfactorily, have gone back to being a milkroundman; that would have provided the necessary shock. For surely shocks of some kind are almost essential for learning anything about life. (How wrong we are in trying to soften the passage of students from school to university, so that likely shocks are carefully absorbed; if successful, this deprives them of what educationists call "a learning experience"; a stupid thing for teachers to do.) I got a shock, of course, when I went to my comprehensive school in the 1970s since my learning experience had been in a grammar school in the 1930s. But the shock wasn't incapacitating—I came, I saw and I learned.

I learned what a wickedly distorted picture of comprehensive schools is given by the media; I learned how amazingly "advantaged" middle class children are whose parents have the sense, and in some cases the guts, to send their children to a comprehensive school—how such children survive and thrive and learn, and afterwards "do well."

I learned how surprised and delighted most parents are with what their children are getting from school compared with what they themselves got in the "second hand" I also learned about some of the faults of comprehensive schools, and they set me thinking, and acting.

At a personal level I was reminded—taken back 40 years at least—of how frightened one can be before taking certain classes where you're not sure what awful things may happen during the lesson; reminded of how far that fear extends backwards so that you feel it at the bus as you go to school; feel it worst during the night when you wake at 3 am. And an amount of saying to yourself: "Don't be a fool, it's only a set of kids, and you're a grown man," helps to dispel the fear I don't believe there is any other profession which subjects its beginners—and not only its beginners—to such agonies.

But actually nothing really useful did happen, though I sympathized more deeply than before with new teachers facing these fearful moments at the start of their professional careers. For me, at the end of my career it was easier, if I made mistakes, (and I did), and if I felt like telling my superiors a few home truths about the way they run the school or department, I wasn't risking my chances of promotion; I didn't want or need promotion. Already at the bottom "I need fear no fall."

People often thought I was there just to do a short stint in the basement before stepping up again into my comfortable chair at the top. So there was some surprise when I appeared again in the staff room at the beginning of my second year. But I wouldn't have considered going back to my chair.

Not that I was romantic about the joys of teaching. The actual teaching, I'll admit, wasn't often as satisfying as grammar.

I've called the move I've made "Planned Demotion". I don't claim to be

the inventor of the process, but I've not heard it called that before. In thinking about things I might do I realized it was not absolutely necessary to go back to a job I'd done before. I'd heard of a headmistress who retired at 60 in order to deliver fast expensive new cars to clients in the South of France or Italy; and also of a major-general (rid) who fulfilled a boyhood ambition by getting taken on a Road Car Company and driving a country bus round Wiltshire villages.

This shows that the move down need not be confined to teachers. Professionals or bosses can all step down early from their penultimate job, possibly to one they have done when young, possibly to something quite new. Doctors and consultants of both sexes can become nurses (but preferably not in the hospital they worked in); bank managers can become security officers, station masters move into the inquiry office.

University people would move, I suppose into schools, and their most obvious target would be the sixth form of an independent school which was keen on the Oxbridge stakes. But this would not provide much of a shock and would be perhaps a bit too comfortable and confined to give them a new view of the world. I have never regretted deciding on a city comprehensive school for myself, with all the contemporary losses and hurdles. If this does not appeal, and might present difficulties at the moment, there are plenty of opportunities on the fringe of teaching, or even right outside it.

There are even TOPS courses available where the entry age can be stretched upwards; I heard the other day of a bored civil servant in his very late 50s being taken on to train as a market gardener. And there are still unskilled or unpopular jobs available in spite of the unwillingness of job centres to place an academic in anything but an ivory tower.

All this makes it fairly easy to counter the inevitable question some readers may already have been asking: "But are you prepared to start a job from a young worker?" But not only are you entering a job which plenty of colleagues will queue up for, but nursing auxiliaries and window cleaners and maths teachers are among several areas where recruits, even part-time applicants, are still welcome.

There is one difficulty which might discourage some university people from taking the plunge as I did, and this is the present arrangement for salary and pension. To an outsider university salaries, no doubt because of inflation, seem to rise like milk under the gas, and since pensions are related to last three years of earnings, there is an obvious temptation to stick it out to the end, however bitter that may be.

But surely actuaries could devise a scheme which might actually make it financially advantageous to get out early into a new job. Perhaps a golden handshake at 55, a silver one at 61 and a plastic one at 67. This would surely be popular with younger colleagues eyeing the down at heel shoes of their superiors. A.U.T. please note.

The author resigned as professor of education at the University of York in 1973 to teach French and German at an inner London comprehensive school.

Kids of course were the least inhibited. I remember one 12 years old girl saying to me in a class that was being particularly human and madening: "You don't laugh at the same things as we do, do you sir?" Utterly unimpressed by my age or my previous status, (which they wouldn't have cared about if they knew it) my stock did slightly rise when the news got around that I'd appeared on a telly—even though it was only on BBC 2.

I started my fifth year this September, and still have only one regret about leaving York. I wish I still had a secretary to type out this article and other things I write. Apart from this minor deprivation the move, I feel, has been totally worth while; this must appear on my face sometimes, as when I went back to visit friends in York once, a former colleague greeted me in the common room with: "Don't look so happy, Harry!"

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the inventor of the process, but I've not heard it called that before. In thinking about things I might do I realized it was not absolutely necessary to go back to a job I'd done before. I'd heard of a headmistress who retired at 60 in order to deliver fast expensive new cars to clients in the South of France or Italy; and also of a major-general (rid) who fulfilled a boyhood ambition by getting taken on a Road Car Company and driving a country bus round Wiltshire villages.

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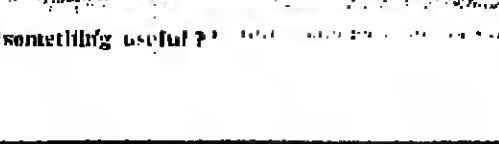
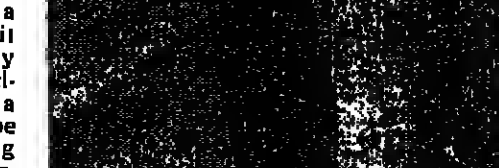
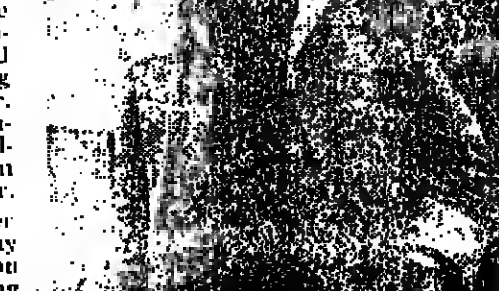
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Above: Professor Harry Rée lecturing at York University.

Below: Dr Harry Rée leaves his London home for the classroom.



## Conventional university students provide a lesson for the OU

Important lessons for the Open University on the presentation of its materials have emerged from the evaluation of an experiment at Essex University, in which an entire OU unit was used as part of a conventional course.

The study, funded by the Social Science Research Council, was the first attempt to evaluate the response of British students in a traditional setting but exposed to OU teaching techniques. It was carried out by Mr Ilob McCormick and Mr Peter Zokocay of the Open University, in conjunction with Angela Brew, the research assistant for the Essex-based project.

A report was compiled by Angela Brew for the OU on the teaching of a Distance. It explored some of the implications of the project for the OU and in particular the reactions of the Essex students to the course, a series:

This experiment began in 1975, using an OU half-credit course The Digital Computer. In the first year, Essex students were obliged to undertake the 16 units—comprising 15 written texts and a collection of papers—and to view the 11 television and 16 radio programmes accompanying the course.

Each unit represented between 10 and 15 hours of work for the conventional OU student, and had been intended for study over a two-week period. But at Essex, students were expected to complete one of the units each week. OU students were each provided with a special home-recording facility for this course, while at Essex, computer facilities stimulated the kit provision.

Local or regional tutorial ses-

sions or day schools, with between 12 and 15 hours of face-to-face tuition, formed an integral part of the course for OU students, while at Essex this element was replaced by 10 two-hour lecture periods intended for discussion and playback of broadcasting material. A further 10 two-hour lecture periods were set aside, for topics not strictly related to the OU course, but designed to provide more detailed background information on the course.

In the second year at Essex the course was modified. Broadcasting content was then reduced to five television and three radio programmes, and computer-marked assignments—obligatory for OU students—were introduced. Other "mock" and tutor-marked OU assignments were used for class discussion.

In her report Angela Brew says it was obvious from the earliest interviews with Essex students that a number were experiencing difficulties with the course. Out of the 95 participants in each of the two years, 67 per cent reported problems in the first year and 60 per cent in the second.

Later questionnaires confirmed these results, with students in both years stating their problems to do with the method of learning, rather than the content of the course. Few participants were anxious to see the OU techniques extended.

Major complaints voiced by the students concerned insufficient study time, lack of reading, and an excessive amount of time spent on the OU students' work, which averaged 74.4 per cent of the

time. The report also noted that students suffered from the lack of individual attention. Lecture sessions were perceived to be largely im-

portant, and did not allow opportunities for personal discussion, it says. "Students were encouraged to go to members of staff with specific problems, and many did. However, students lacked the opportunity to put and encourage them to put their own questions and small group tutorial can provide. There was no, or little, feedback in students on progress, and this clearly influenced morale."

It was also found that despite living and working in close proximity to one another, the Essex students did not generally discuss their studies, and the report remarks on a "curious paradox": "The Open University as a distance-learning institution appears to have been able to provide more individualized teaching than conventional university where large numbers of students have to be taught by few staff."

But the report looks at the findings of the Essex findings for the OU and the particular far which attempts to introduce the university's teaching techniques to the Open University.

The Open University student studying a postgraduate course is more experienced in dealing with the kind of learning needed in order to learn effectively from Open University written materials. Understanding to be, as it were, "the Open University student."

Examining the effect of the absence of tutorial support at Essex, the report considers that students suffered from the lack of individual attention. Lecture sessions were perceived to be largely im-

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# BOOKS

## Model building





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Subrata Ghatak

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BOOKS  
Tax and expenditure

**The British Tax System**  
by J. A. Kay and M. A. King  
Oxford University Press, £6.50 and  
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Tax Expenditures in the United Kingdom  
by J. R. M. Willis and P. J. W. Herdwick  
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Apart from being linked by a contemporary concern about the ad hoc nature of the income tax system, these two works are paired by a world of coincidence: the one has as its main theme the advocacy of an "expenditure tax" (to be levied on the expenditure on the structure and reform of direct taxation which Kay and King helped draft), the other is a analysis of "tax expenditures"—a United States term imported from the revenues foregone through tax allowances and exemptions. There the similarity ends.

**The British Tax System** is, as its title implies, a book which deals with all aspects of taxation and if the authors have the stamina to keep covered by their ideas for reform not being taken up for reform, lucidity and general usefulness will undoubtedly ensure many editions to come.

A verdict on **Tax Expenditures in the United Kingdom** needs to be more cautious. At a superficial level the authors have done a useful job in tabulating the allowances and offsets which "erode" the income tax base. Moreover, the authors' concern that public expenditure planning should be more coordinated with taxation policy will evoke a sympathetic response from economists. Mostly due to the prompting of the House of Commons Expenditure Committee the Treasury has recently acknowledged part of the case and henceforth will publish estimates of the cost of mortgage interest relief together

with the cost of housing subsidies in the annual White Paper. Allowances are, of course, frequently interchangeable with grants and subsidies, and where this is so they should be reckoned together, though it should be mentioned in passing that the choice between the two methods often has a political flavour because of the greater selectivity and public sector expansionism associated with grants (in contrast, allowances versus investment grants being a case in point).

This brings us to the implications of a "tax expenditure" budget, which is the central recommendation of the book. Is there a need for such a budget? What would it mean? And what would it measure? The answer to the last question is already drawn up in the United States, and may be of use in individual programme planning and appraisal.

But it is going too far to rest the case on the idea that giving tax reliefs is "spending government money" (page 11), an idea that the total of such reliefs can be interpreted in precisely the same way as public spending out of moneys raised. Allowances more often than not represent ways of distributing a tax burden among individuals and functions as another's tax allowance is another's tax (and his own) higher tax rate. In this sense it may be misleading to define the value of allowances as "tax expenditures" by the government; part will be paid for by other taxpayers and part by the recipient himself, so that he will receive no (say) mortgage interest relief, while in part from a lower standard rate or higher personal allowances.

Given that the economy (which is in any case the electorate) has a taxable capacity, it is potentially misleading to calculate the value of gains in the tax base and treat these as an indication of funds which, by implication, the government might spend some other way. If all the gaps were to be eliminated, including

VAT exemptions, with which the authors do not deal, the public sector would be nearly 15 per cent higher as a ratio of GDP. Hence the formula of a "tax expenditure budget" seems to strain the meaning of both expenditure and budget, and hence the relevance of the Treasury to accept the need for such a thing.

What is of issue over the structure of this country is not alternative forms of public spending, but haphazard and uncoordinated distribution, affecting prices and rates of return. Like the Mendo Rega, the **British Tax System** comes down in favour of a rationalised system, generally with an expenditure base. The present structure is too arbitrary and inept to be defended as a coherent expression of tax policy; but, paradoxically, this is one reason why reforms are extremely difficult to make. To make just one example, one might agree (forgetting the reservations expressed above) that tax relief on mortgage interest is a subsidy to house owners, and that its effects were so uncertain as to merit reform. But one does not know which house owners are being subsidised, because tax allowances are added to the cost of property; a discriminatory tax structure actually offers new buyers no subsidy at all. Removing the distortion would only add to, not remove, any existing inequity.

Finally, what do these two books signify for each other? They have something of a common theme in that they are both concerned with expenditure in the (unlike) event of a tax expenditure tax being introduced, the bulk of "tax expenditures" which comprise offsets of savings and investment against tax, would be defined away, by being explicitly excluded from the tax base.

R. W. R. Price

## Prescriptions for policy

**Demand Management**  
edited by Michael Posner  
Heinemann Educational, £9.50 and  
£4.50  
ISBN 0 435 84600 0 and 84601 9

There have recently been several attempts by British bodies concerned with economic policy in making the distinction of the Brookings Institution in source of inspiration in planning and funding new developments. It is in the credit of the National Institute of Economic and Social Research that they have identified the Brookings papers in economic activity as worthy of emulation.

The Brookings papers are heavily quantitative and it is a sad fact that British research of comparable quality is scarce. The time scale of such work as is done, reflecting the resources available to researchers, rarely allows studies to be initiated, criticized, and significantly revised in preparation for a conference, as happens at Brookings, which pays its selected authors handsomely.

One group of people always in a position to react on quantitative policy work is the model builders. It is not surprising that the demand management conference drew on three such teams: the Institute for the London Business School, and the Cambridge Economic Policy Group. To secure a wider range of views, David Laidler was called upon to represent the monetarists. The constraints of model maintenance make their "proponents' papers" rather different from, and less interesting than, more narrowly issue-oriented academic research—models have to be judged in their own terms.

Michael Posner devised the rules for the "game" this time played out through this volume. The three teams and Laidler were asked to state their current models and 1976 tax consequences in each of three "episodes": 1964-69 (devaluation), 1970-75 (inflation) and 1977-81 (unemployment). The four resulting papers, which, with the exception

of Laidler's, the editor describes as being themselves "predictable", are the basis of six further papers on the methodological and policy issues raised.

One object of such an exercise might be to construct the assumptions and structures of the models; or it might have been the occasion for the authors to describe the evolution of their views, as reflected in the models. In response to 15 years of historical and theoretical development (only the LBS's "international monetarism" emerges as the product of an intellectual odyssey). Posner's purpose was to discover whether a set of even half-

way plausible policies could... have made the past a little better. Rightly, each group says yes; but we are not told whether a programme would have made things worse if it had been right. One might have hoped for something sharper to optimization; with both shorter and models different from the historical policymakers, the class of policies which improve on history is too large to be interesting. Thus, despite its possibilities as a source of recent policy position, I judge this volume to be far more in its conception than execution.

John Flemming

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The firm line

**Planning and the Growth of the Firm**  
by John H. Bigman and J. C. Doherty  
Croom Helm, £9.95  
ISBN 0 85664 362 9

What may in retrospect come to be regarded as the halcyon days of post-war capitalism, the period from about the middle 1950s to the early 1970s, spawned an enormous literature on new theories of the firm.

They were based essentially on what were regarded as two well-established facts: the divorce of ownership from control and the widespread occurrence, at least in the manufacturing sector, of oligopoly. The first meant that control of the considerable resources of private companies passed to salaried executives whose ambitions and motivations were likely to be far from long-run profit maximization. The second meant that the companies they controlled often appeared to have sufficient market power for the executives to pursue their objectives with impunity. Exotic tastes in modern art and Scandinavian furnishings might, on this view, be cultivated almost without limit. The image of the ostentatious Victorian entrepreneur, saving everything for posterity, was lost without trace.

This work surveys the main developments in the theories of business behaviour and attempts to draw on the implications both for microeconomic theory and managerial economics. Most of the familiar names get a decent airing: Baumol, Cyert and March, Penrose and U. L. Williams, but as the authors are especially concerned with growth, Marvis is given pride of place. Students therefore should find chapter three, "Growth of the Firm", and chapter four, "The Diversification Process", which develops the implications of the Marvis theory, particularly useful. In an interesting but over terse final chapter the authors describe the application of planning systems to the public sector choosing defence and health as their examples.

M. A. Uffau

## Development disasters

**Development Disasters in Action: a study of economic policies in Ghana**  
by Tony Killick  
Heinemann Educational, £9.60 and  
£3.90  
ISBN 0 435 97370 3 and 97371 1

In 1966 an Indian engineer newly arrived in Ghana, had perhaps had a shock. He would have found the inefficiency of the public services asked me whether he was right to assume that this country like his own suffered from economic planning for development. The reasonableness of the question is amply substantiated by Professor Killick's excellent book on the Ghanaian economy from 1961 to 1972, which he describes as a case study in applied development economics.

In that period the government of Kwame Nkrumah and his successors put into practice the most characteristic precepts of the development economists. A "big push" in the early 1960s raised the investment rate to 23 per cent of the GNP estimates by 1964-65. Industrialization under cover of protection was undertaken to produce a structural transformation of the national economy. Substitution for imports was encouraged to relax the constraint of external earnings on economic growth. Entrepreneurial gaps were filled by creation of public enterprises. Inflation was used as a tool to shift resources to developmental purposes. A comprehensive plan was produced in 1963 to ensure the coherence of this development effort.

As is well known, the results have been lamentable. According to the official estimates, income per head has been almost stationary for the past 20 years. Dependence on imports has been increased rather than lessened, and because export volumes have not risen exports have been chronically scarce. Production for home markets, notably of foodstuffs and manufactures, has been remarkably inelastic with respect to aggregate monetary demand. The economic malaise was clearly associated with the overthrow of govern-

ments in 1966 and 1972 and threatened, the severity of the present government.

Killick provides an exemplary account of the reasons why. There was failure to recognize that increase in export earnings mattered more than the greater savings. Short-run efficiency in using resources was unduly neglected in favour of creating supposed dynamic nexuses. The flexibility of the economic structure and the potency of official directions were overestimated. The appeal of modernity led to choice of technologies inappropriate to Ghanaian conditions. State enterprises founded under the weight of conflicting objectives conjoined on them. Attempts at economic regulation—for example, in licensing imports—made impossible demands on administrative capacity and political prudence.

Not only were such major policy blunders made, but also they persisted, since special interests became vested in their results; hence the policies of the governments that followed Nkrumah displayed more continuity with than change from his. Killick's analysis is exhaustive, clearly expressed, well documented, and convincing. He has produced not only a first rate study of the Ghanaian economy in recent times but also an object lesson in the application of development economics.

If what happened in Ghana between 1961 and 1972 was really development economics in action, a powerful bill of indictment against development economics has been written. Killick's final chapter draws some lessons for development economics from the Ghanaian experience, but the criticisms he makes seem mild in relation to his record of the disasters inflicted on Ghana by this breed of knowledge. His faith in the ultimate beneficence of official direction of economic development seems somehow to have survived.

Not every reader of his book will be so sanguine.

Douglas Rimmer

Oxford  
1978 University Press

## The British Tax System

J. A. Kay and M. A. King

'Anyone who wants a brisk up-to-date guide to our shambles of a tax system, complete with suggestions for its reform and several jokes, should get hold of the new book on the British Tax System by John Kay and Melvyn King.' *Frances Cairncross in The Guardian*. £6.50 paper covers £2.95

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The usual explanation of this trend is that income elasticities of demand are such that an increasing proportion of expenditure goes upon services and that the growth of productivity in manufacturing has been relatively rapid so that increased output there has been accompanied by a decline in employment. This latter argument has been supported by a recent study by the Manpower Studies which has indicated that the well-known research published some 20 years ago.

How is this to be explained? Gershuny's argument is that we make an error in assuming that service workers necessarily produce services. He suggests that service industries and occupations should be divided into those that are "goods related" and those which are "service related".

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The central part of Gershuny's book is devoted to an examination of trends in service consumption and employment. What he finds is that the proportion that expenditure on services rises rapidly is not household expenditure on services as a proportion of total expenditure fell from about 13 per cent to 12 per cent between 1954 and 1971. Public expenditure on services, especially education and health, rose over the same period as with it. There was a rise of some six percentage points in the services' share of expenditure. When, however, the relative price of productivity growth is allowed for, the increase in real consumption is nearly halved. So we end up with the fact that while about one half of employment is in service industries, only about one quarter of expenditure goes on services.

How is this to be explained? Gershuny's argument is that we make an error in assuming that service workers necessarily produce services. He suggests that service industries and occupations should be divided into those that are "goods related" and those which are "service related".

### Revolutionary economics

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This means that any study of the Chinese economy must at least take into account the aims and direction of the Chinese revolution: to ignore them, or even to ignore them tacitly, is to miss the point and makes them rational and unchangeable.

Most writers studying China have endeavoured to emulate the anthropologists and try to shake off their own cultural biases. Without such an effort it is easy to come to conclusions which are not only wrong but also unhelpful. When we consider that there is a feature of the Chinese personality, an "impressive" one, that is not drawing attention to the huge and signal achievement of the revolution, it is not surprising that the point that to increase agricultural output China "has to rely almost exclusively on increases in productivity".

### Reviewers

A. J. Brown is professor of economics of Leeds University; Stuart Butler lectures in anatomy at Manchester University; John Fletcher is professor of comparative literature at East Anglia University and his latest book is A Student's Guide to the Plays of Samuel Beckett.

John Haines is senior lecturer in social work at Leicester University and author of Skills and Methods in Social Work; Bryan Innes is professor of computer studies at Lancaster University, and his books include A Comparative Study of Programming Languages.

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R. W. R. Price is a research officer at the National Institute of Economic and Social Research; Ruv Willis lectures in social anthropology at the Centre for African Studies, Edinburgh University.

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From fresh foods, prices and wages in the largely generalised by the behaviour of the manufacturing industry. Manufacturers are dominated by the large, diversified firm, with hundreds of products to be priced. Oligopoly restricts the decision rules especially in relation to prices.

The Cambridge Department of Applied Economics' statistical study is the result of a full research programme, the pilot for which was Coult and Nordhaus's *Monetary Pricing in the United Kingdom* of 1972. Advantage has been taken of the criticisms of the pilot study to strengthen the analysis of this one; the findings are much more interesting in being based on seven sectors of manufacturing, rather than aggregate manufacturing. The authors actually found themselves, clearly in their surprise, with many of us can share, with statistical data of "generally excellent" quality in spite of having to match several different sources. So it is more likely than usual that this is a source which will build solid hypotheses.

The general result of the study is to support what the authors call is, the "pragmatic" hypothesis—that in line with "normal" costs. There is a standard cost for normal production, lying somewhere between the cyclical extremes of capacity utilization. These costs could be based on historic costs, or replacement costs, or some other basis. The average between—hence "average cost"—fits the statistical data best, the significance being strong. Such a result clearly has many implications, the most important being the insignificance of demand as a determinant of price in the long run. The methodology, results and their interpretation will be subjected to the vigorous criticism that is bound to come. Meanwhile there is much more of interest in pricing specialists, besides the main results. For instance, it appears that transactions (actual) prices are more stable, relative to cyclical changes

There are broadly two ways of investigating the facts. One is to

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The material covered is fairly standard for an introductory textbook, including the two variable and multiple linear regression models, nonlinear models, multicollinearity, heteroscedasticity, autocorrelation, identification of the demand/supply model and estimation of structural models by two-stage least squares. Two relatively novel additions to the usual list of econometric models are a brief consideration of the theory of rational expectations and the theory of rational expectations.

From the point of view of the practising econometrician there are many disappointments. On distributional aspects, for example, the book is the failure to note the stochastic implications of applying the Koyck transformation to a model with independent errors even though the illustration includes an error term. The book's treatment of simultaneity also causes concern: the chapter on empirical analysis does not mention simultaneous problems despite the inclusion of wage/price, investment and consumption studies. This defect is partially rectified in the final chapter on simultaneous models, but even here the author seems to be strongly in favour of estimation by ordinary least squares.

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## BIRMINGHAM

Applications are invited from graduates for the post of Administrative Assistant in the Faculty of Education. The holder of the post will be responsible for the administrative work of the Faculty. The post is full-time and the salary is £12,187.10 per annum. The closing date for applications is 15.10.78. Applications should be sent to the Director of the Faculty of Education, Canterbury University of Kent, Canterbury, Kent, CT2 7NF.

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## Miscellaneous

## HENT FREE

Applications are invited from graduates for the post of Administrative Assistant in the Faculty of Education. The holder of the post will be responsible for the administrative work of the Faculty. The post is full-time and the salary is £12,187.10 per annum. The closing date for applications is 15.10.78. Applications should be sent to the Director of the Faculty of Education, Canterbury University of Kent, Canterbury, Kent, CT2 7NF.

## REMINDER

COPY FOR CLASSIFIED ADVERTISEMENTS IN THE T.H.E.S. SHOULD ARRIVE NOT LATER THAN 10.30 a.m. MONDAY PRECEDING THE DATE OF PUBLICATION

## Colleges and Departments of Art

## TECHNICIAN

For the Glass Service area at West Surrey College of Art and Design. To be responsible for stock control, monitoring glass melting and annealing cycles, furnace maintenance and general maintenance of equipment. Generous relocation expenses payable in approved cases. Applications from the Vice-Principal's Secretary, West Surrey College of Art and Design, Falkner Road, The Hill, Farnham, Surrey GU9 7DS. Tel: Farnham 22441. Quote reference JD 53



## Colleges and Institutes of Technology



## SCHOOL OF HOME ECONOMICS LECTURER

In areas of Consumer Studies and Domestic Technology for BSc Home Economics course. Qualifications in Ergonomics or Home Economics preferred, but candidates with scientific or technical qualifications and interested in developing new areas of work in this emergent discipline are encouraged to apply.

Salary scale in range £4,056-£7,898 per annum. Assistance with removal expenses.

Details from Chief Administrative Officer, Robert Gordon's Institute of Technology, Schoolhill, Aberdeen, AB9 1FR. (0224-574511.)

## DUNDEE COLLEGE OF TECHNOLOGY DEPARTMENT OF MECHANICAL &amp; INDUSTRIAL ENGINEERING

APPLICATIONS ARE INVITED FOR THE POST OF

## SENIOR LECTURESHIP

The person appointed will be responsible for teaching the subject area of Dynamics, Control and Automation up to honours degree level. He/she will also be required to develop this subject area and engage in research in it. Applicants should have a higher degree in an appropriate discipline and have suitable teaching and industrial or research experience. Salary on the scale £7,155-£7,962 (bar) - £9,042 with initial placing dependent upon approved prior experience. Financial assistance towards the cost of removal expenses may be payable. Further particulars and application form obtainable from the Administrative Assistant (Establishment), Dundee College of Technology, Bell Street, Dundee, DD1 1HG. All correspondence should be sent to the Administrative Assistant (Establishment), Dundee College of Technology, Bell Street, Dundee, DD1 1HG. Applications should be returned by 9 October 1978.

## DUNDEE COLLEGE OF TECHNOLOGY

## Temporary Lecturer in Educational Technology

Applications are invited for this additional temporary post in a developing area of the college's work. The person appointed will be expected to contribute to post-experience courses in educational technology and communications media, and to develop and supervise research work in these fields. The appointment will be for a fixed period of two years. Applicants should be suitably qualified with a higher degree in educational technology, and have experience in the design of structured learning materials. Salary will be in accordance with the Lecturer A scale, viz. £4,056-£7,107 (bar) - £7,962, with initial placing dependent upon approved previous experience. Financial assistance towards the cost of removal expenses may be payable. Further particulars and forms of application are obtainable from the Administrative Assistant (Establishment), Dundee College of Technology, Bell Street, Dundee, DD1 1HG, to whom completed applications should be returned not later than 2 October 1978.

## LOTHIAN REGIONAL COUNCIL NAPIER COLLEGE OF COMMERCE AND TECHNOLOGY

## LECTURER (A) IN DATA PROCESSING

Salary on Scale £4026-£7110 (bar) - £7638

Required for the Department of Computer Studies to teach a course of Data Processing for employment in Commerce, Industry and Administration. Courses are offered for CHIA, CIMA, Higher Diploma and Higher Certificate in a wide range of disciplines. A Degree in Computing and Data Processing is under active development. Experience in the design and implementation of a Data Processing system in a Data Processing environment is an advantage. An interest in research or consultancy in the application of Data Processing to the design and implementation of a Data Processing system is an advantage. The holder of the post will be responsible for the design and implementation of a Data Processing system in a Data Processing environment. Applications should be sent to the Administrative Assistant (Establishment), Napier College of Commerce and Technology, Colinton Road, Edinburgh EH10 5DT.

## Colleges of Education

## King William's College

Isle of Man

Appointment of

Principal

Applications are invited for the post of Principal which will become vacant in September 1979 on the retirement of Mr G. I. Rees-Jones. Applicants must be a graduate member of a British University and a communicant member of the Church of England. For further particulars and form of application apply to The Secretary to the Trustees, King William's College, Castle-Down, Isle of Man.

## Colleges and Institutes of Higher Education

## WINCHESTER

Applications are invited for the post of Lecturer in Mechanical Engineering. The holder of the post will be responsible for teaching the subject area of Mechanical Engineering up to honours degree level. Applicants should have a higher degree in an appropriate discipline and have suitable teaching and industrial or research experience. Salary on the scale £7,155-£7,962 (bar) - £9,042 with initial placing dependent upon approved prior experience. Financial assistance towards the cost of removal expenses may be payable. Further particulars and application form obtainable from the Administrative Assistant (Establishment), Winchester College of Technology, Winchester, Hampshire. All correspondence should be sent to the Administrative Assistant (Establishment), Winchester College of Technology, Winchester, Hampshire. Applications should be returned by 9 October 1978.

## Colleges of Further Education

## LONDON

Applications are invited for the post of Lecturer in Mechanical Engineering. The holder of the post will be responsible for teaching the subject area of Mechanical Engineering up to honours degree level. Applicants should have a higher degree in an appropriate discipline and have suitable teaching and industrial or research experience. Salary on the scale £7,155-£7,962 (bar) - £9,042 with initial placing dependent upon approved prior experience. Financial assistance towards the cost of removal expenses may be payable. Further particulars and application form obtainable from the Administrative Assistant (Establishment), London College of Technology, London. All correspondence should be sent to the Administrative Assistant (Establishment), London College of Technology, London. Applications should be returned by 9 October 1978.

## LONDON

Applications are invited for the post of Lecturer in Mechanical Engineering. The holder of the post will be responsible for teaching the subject area of Mechanical Engineering up to honours degree level. Applicants should have a higher degree in an appropriate discipline and have suitable teaching and industrial or research experience. Salary on the scale £7,155-£7,962 (bar) - £9,042 with initial placing dependent upon approved prior experience. Financial assistance towards the cost of removal expenses may be payable. Further particulars and application form obtainable from the Administrative Assistant (Establishment), London College of Technology, London. All correspondence should be sent to the Administrative Assistant (Establishment), London College of Technology, London. Applications should be returned by 9 October 1978.

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## THE TIMES HIGHER EDUCATION SUPPLEMENT 15.9.78

## General Vacancies

## LONDON

## EDUCATION AND TRAINING

## TECHNICAL EDUCATION

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## General Vacancies

## LONDON

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## OVERSEAS

## OVERSEAS TEACHING POSTS

ELT MATERIALS DEVELOPER  
(YUGOSLAVIA)

Language Centre Creative Learning Project, Zagreb, to set up new project. Required for September or soon after.  
Candidates must be UK citizens with a degree from a British university and have a wide knowledge of Applied Linguistics, experience with young people and relevant experience in material design. Male candidates preferred.  
Salary: £5,000 to £8,129 (tax-free), according to qualifications and experience.  
Benefits: Overseas, accommodation and children's allowances; free travel; employer's contribution to superannuation; free medical treatment. Two-year Formula contract, renewable. 78 UO 197

LECTURER IN BRITISH SOCIAL HISTORY  
(TUNISIA)

Faculté des Lettres et Science Humaines, University of Tunis. To prepare and teach English-medium courses on rural England before the Industrial Revolution and the mass media in Britain, to direct a postgraduate seminar on British Civilization and to participate in the improvement of the teaching of British history at the undergraduate level.  
Candidates must be UK citizens and should have a PhD or MA in social history or a related field and at least three years' teaching experience, preferably at university level. A good knowledge of French or Arabic is desirable.  
Salary: 400 dinars per month (approximately £510 at current rates of exchange).  
Benefits: three months' leave in summer; baggage allowance. Two-year contract from January, 1979, or earlier. 78 TU 106

TELECOMMUNICATIONS INSTRUCTORS  
(ALGERIA)

Institute of Telecommunications, Oran. Instructors required to establish English-medium courses and teach student engineers and technicians in the following fields: Mathematics (four posts), Physics (three posts), Electronics (two posts), Data Processing and Computer Structures (one post), and Signal and Communication Theory (one post).  
Candidates, preferably aged 25 to 35, should have a PhD or MSc degree in the relevant subject and at least two years' teaching experience. A knowledge of French is desirable (tuition may be available to those whose French is inadequate at present).  
Salary: DA44,973 to DA67,316 per annum (£5,999 to £9,975 at current rates of exchange) according to qualifications and experience.  
Benefits: one month's paid leave per year; subsidized housing. Two-year contract from January, 1979, renewable. 78 TO 169-179

LECTURER IN ENGLISH  
(CONGO)

Institut National Supérieur des Sciences de l'Éducation, Brazzaville. To teach English Language, phonetics and methodology to students training to become teachers of English in lycées and middle schools.  
Candidates should have a first degree preferably in English or Modern Languages and a postgraduate qualification in TEFL and/or Applied Linguistics (preferably an MA).  
A minimum of three years' teaching experience and good knowledge of French are also required.  
Salary: £5,000 to £8,129 per annum, plus 10 per cent inducement.  
Benefits: Overseas and children's allowances; free furnished accommodation. Two-year KELT contract. 78 TU 111-113

SENIOR LECTURER IN ENGLISH  
(CONGO)

Department of Modern Languages, Merlen Ngouabi University, Brazzaville. To teach English Language and Linguistics at undergraduate and postgraduate level and to supervise the running of the language laboratories.  
Candidates should have a good honours degree in English, an MA in Applied Linguistics, English Studies or TEFL, five years' teaching experience and a good knowledge of French. They should also have a postgraduate qualification for teaching and experience

of working in a British university.  
Salary: £5,881 to £7,707 per annum.  
Benefits: Overseas and children's allowances; free furnished accommodation. Two-year KELT contract. 78 TU 89

HEAD OF ENGLISH LANGUAGE TRAINING  
(SYRIA)

The Vocational Training Complex, Quesbiri, Damascus. To organize and participate in English Language training courses, production of ESP materials and retraining of existing staff including selection of future instructors.  
Qualifications: Degree in English or Modern Languages with TEFL qualification. Postgraduate qualification in Linguistics desirable. Five years' overseas experience essential with materials-writing or teacher-training experience.  
Salary: £5,000 to £8,129, plus 10 per cent inducement.  
Benefits: Overseas and children's allowances; free furnished accommodation. Two-year KELT contract. 78 WO 184

INSPECTOR OF ENGLISH  
(OMAN)

Ministry of Education, Beitlneh Coast. To inspect schools, organize in-service training, and assist with materials production.  
Qualifications: Candidates, men only, aged 30 to 50, must have postgraduate TEFL qualification and TEFL experience, preferably in inspecting or teacher-training.  
Salary: £5,000 to £8,129 per annum, plus 10 per cent inducement allowance.  
Benefits: Free furnished accommodation with free electricity and water; overseas and children's allowances; employer's portion of superannuation contribution. Two-year KELT contract, renewable. 78 WE 7

HEAD OF ENGLISH DEPARTMENT  
(YEMEN)

National Institute of Public Administration, Tiz, To teach English up to Cambridge First Certificate level to tertiary Government employees.  
Qualifications: Candidates, men only, must have a British educational background, postgraduate TEFL qualification, and five years' teaching experience.  
Salary: £5,000 to £8,129 plus 10 per cent inducement allowance.  
Benefits: Free furnished accommodation with free water and electricity; overseas and children's allowances; employer's portion of superannuation contribution. Two-year KELT contract, renewable. 78 WO 169

ENGLISH ADVISER  
(BANGLADESH)

University Grants Commission, Dacca.  
Qualifications: MA in Applied Linguistics or TEFL and substantial experience in TEFL, ESP and materials production.  
Salary: £5,881 to £7,707 per annum, plus 10 per cent inducement.  
Benefits: Overseas and children's allowances; free accommodation. Two-year KELT contract. 78 PU 157

ADVISED, MATERIALS AND METHODS, ENGLISH  
(COLOMBIA)

Universidad Del Valle, Cali—for January, 1979. To advise on materials production and assist with evaluation of service English materials and methods; to train teachers to use these materials; to lecture on service English to undergraduates.  
Qualifications: MA in TEFL or Applied Linguistics and five to 10 years' experience in TEFL and teacher-training essential, also working knowledge of Spanish. PhD and two to three years' teaching service English courses at university level desirable.  
Salary: £5,881 to £7,707, plus 10 per cent inducement.  
Benefits: Overseas and children's allowances; free accommodation allowance. Two-year KELT contract. 79 PU 89

LECTURER IN ELECTRICAL ENGINEERING  
(COLOMBIA)

University of the Andes, Bogotá. To lecture to degree level students, supervise research projects, assist with the design of equipment for rural electrification.  
Qualifications: BSc and experience of electrical machines. Essential: also knowledge of or willingness to learn Spanish. Higher degree in Electrical Engineering and experience in electrical machine design desirable.  
Salary: £5,881 to £7,707 per annum.  
Benefits: Free accommodation; medical scheme; overseas allowances; employer's portion of UK superannuation. Two-year Formula contract, renewable. 79 PU 89

LECTURERS IN INFANT EDUCATION  
(SINGAPORE)

Institute of Education, Four Lecturers in Infant Education for the School of Professional Studies.  
Candidates, women only, should have specialist training and three years' experience of kindergarten/infant school teaching. An MA or MEd in a relevant subject is essential for the Grade B salary scale. Experience in a multi-racial school is particularly valuable.  
Salary: Lecturer B, \$1,705 to \$2,420 per month; Lecturer C, \$1,055 to \$2,180 per month (\$4.30 equals £1).  
Benefits: Two or three-year contract. Housing and displacement allowances. Gratuity on completion of contract. 78 PT 7-11

ADVISED IN ENGLISH  
(THAILAND)

Khon Keen University. The post involves developing English as a major subject; general English and ESP for other faculties; teacher training and research.  
Qualifications: Degree, MA in Applied Linguistics or equivalent, and at least three years' experience in ESP course design, materials production and teacher training.  
Salary: £5,000 to £8,129 per annum, plus 10 per cent inducement allowance.  
Benefits: Overseas and children's allowances; free accommodation. Two-year KELT contract. 78 PU 107

TWO MATERIALS WRITERS  
(THAILAND)

Chulalongkorn University Language Institute, Bangkok. To write materials for English for Academic Purposes.  
Qualifications: Degree, MA in Applied Linguistics or equivalent and at least two years' experience of teaching and preparing ESP materials.  
Salary: £5,000 to £8,129 per annum, plus 10 per cent inducement allowance.  
Benefits: Overseas and children's allowances; free accommodation. Two-year KELT contract. 78 PU 108-109

LEKTOR IN ENGLISH  
(GERMANY)

Sprachzentrum (Language Centre), University of Augsburg. To teach English for Specific Purposes to university students of all faculties (especially Law and Economics). Some general English courses will also be taught.  
British first degree (or American MA) and postgraduate TEFL qualification essential. Experience of TEFL, overseas and knowledge of Law/Economics would be desirable. Working knowledge of German an advantage. Preferred age: under 40. Tenable October-November, 1978.  
Salary: DM2,220 to DM3,427 per month (£8,855 to £10,545 per annum, according to age and experience) plus local supplement of DM549 to DM742-plus per month (£1,889 to £2,283-plus per annum). Increments awarded every two years.  
Benefits: University medical scheme. Two-year contract, renewable. 78 UU 110

LANGUAGE INSTRUCTORS  
(SAUDI ARABIA)

University of Riyadh Medical Faculty. Instructors, two men and one woman (preferably including married teaching couple) to teach English to pre-medical and first-year medical students. Required (latest) end October. Good degree in English, plus TEFL diploma and teaching experience. Minimum three years' TEFL experience preferably with Arab students, as alternative to TEFL diploma. Preferred age 25 to 45.  
Salary: 3,400 to 8,400 Saudi Riyals per month (present rate of exchange £1 equals 8.4 SR) convertible, free of tax.  
Benefits: Housing allowance; free medical treatment. One-year contract, renewable. Annual increment. 78 WU 111-113

TEACHERS OF ENGLISH AS A FOREIGN LANGUAGE  
(SAUDI ARABIA)

Institute of Public Administration, Riyadh and Jeddah. Five teachers (men only) to teach English to Saudi Civil Servants. Required latest by early October.  
Degree in English or Modern Languages with either three years' TEFL experience or TEFL diploma with two years' experience. Preferred age 25 to 35.  
Salary: 3,400 to 8,000 Saudi Riyals per month (present rate of exchange £1 equals 8.4 SR) convertible and tax-free.  
Benefits: Free furnished accommodation; free medical treatment; annual increment on renewal. One-year contract.  
Return fares are paid. Local contracts are guaranteed by the British Council. Please write briefly stating qualifications and length of appropriate experience, quoting relevant reference number and title of post, for further details and application form to The British Council, 88 Devere Street, London W1V 2AA.

OVERSEAS continued

## OVERSEAS DEVELOPMENT

KNOW-HOW vital to developing countries

## Primary Teacher Trainers

Kenya

PRIMARY METHODS: ENGLISH, READING AND WRITING SKILLS, SCIENCE AND MATHEMATICS

Lecturers are required to participate in the British Primary Teacher Training Programme in Kenya. Duties will involve initial and in-service Teacher Training, and a certain amount of involvement with curriculum development, directed to an improvement in the quality of Primary Education. Preferred age limit 55 but well qualified and appropriately experienced candidates up to 59 considered. Strong preference given to graduates with teacher training college experience, but candidates with overseas teaching/training college experience also considered; well-qualified senior undergraduate who have had considerable experience of primary or middle school teaching and of teacher training (whether in-service or pre-service), including close contact with a college of education, in the UK also considered.

For posts in Reading and Writing skills, Lecturers in Primary Methods who are able to teach Reading and Writing techniques to Primary teacher trainees will be preferred. Lecturers recruited as English Specialists will be deployed in the teaching of both English and Reading skills. Likewise, Lecturers in Primary Science and Mathematics with experience of the professional training of teachers of this level are preferred. Vacancies exist in most Teachers' Colleges in Kenya, and postings will be dependent upon the needs of the Kenya Education Service at the time the lecturer arrives. Priority given to candidates who do not have children of Primary school age or to those who have children who can be sent to boarding school, as virtually all colleges are in rural areas where suitable primary schools for non-Kenyan children are not available. Appointment 30-36 months.

Salary in range £5,518-£8,158 per annum including allowance normally tax-free in range £3,192-£5,130 per annum. Gratuity 25% per annum basic salary.

Other benefits include free family passage, children's education allowance and subsidised accommodation. An appointment grant to £200 and an interest free car purchase loan to £1,200 payable in certain circumstances. Superannuation rights may be safeguarded. Applicants should be citizens of the United Kingdom. For full details and an application form please apply, quoting ref. 315J, clearly indicating which post is being applied for and giving details of age, qualifications and experience to:



Appointments Officer,  
MINISTRY OF OVERSEAS DEVELOPMENT,  
Room 301, Island House,  
Stag Place, London SW1E 5DL

HELPING NATIONS HELP THEMSELVES

## Colleges and Institutes of Higher Education continued

## Cheshire

NORTH CHESHIRE COLLEGE  
(Further and Higher Education)DEPUTY DIRECTOR  
(re-advertisement)

The Padgate College of Higher Education, Warrington Technical College and the Warrington College of Art and Design will amalgamate in September, 1979, to become the North Cheshire College. The Director and Head of Administration of the provisionally graded Group 6 College of Further and Higher Education have been appointed. It is hoped to complete the senior management team of the new college with the addition of a Deputy Director in January, 1979, or shortly afterwards.  
Applications already received in response to the original advertisement for this post in March, 1978, will receive further consideration. It is expected that the successful candidate will have had wide experience in higher education to enable him/her to contribute to the development of the degree and teacher training work of the college.  
Salary £10,980 per annum.  
Application forms and further particulars are obtainable from: Director of Education, Education Department, County Hall, Chester CH1 1SD. Closing date: Monday, 2 October, 1978.

Hull College of  
Higher EducationFACULTY OF HUMANITIES TEACHER  
EDUCATION SOCIAL SCIENCE  
SCHOOL OF APPLIED SOCIAL STUDIES  
LECTURER II/SENIOR LECTURER IN  
SOCIAL WORK

Applications for the above post are invited from professionally qualified graduates with appropriate Social Work and teaching experience. Candidates must be able to teach the new year Social Work course and a particularly interesting opportunity is presented for a suitably experienced lecturer to join a lively and expanding team at Hull.  
This appointment is from 1st January, 1979.  
Application forms and further details may be obtained from the college, to which completed forms should be returned within ten days of the appearance of this advertisement.

The Personnel Section,  
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THE NEW SOUTH WALES  
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Sydney, Australia

SCHOOL OF LIFE SCIENCES

Associate Head of School and Head,  
Department of Cellular Pathology and  
Microbiology

The New South Wales Institute of Technology is a corporate institution established to provide a wide range of professional courses for those entering or already employed in industry, government and technological fields.

The School occupies a six-story building at Gore Hill adjacent to the Royal North Shore Hospital. There are well equipped laboratories for teaching and research in Pathology, Microbiology, Biochemistry, Environmental Biology, Physical Biology and General Biology. The School also jointly operates the Gore Hill Research Laboratories with the Royal North Shore Hospital.

The appointee will be responsible to the Head of School for the teaching and development of undergraduate and postgraduate programmes in cellular pathology and microbiology. This will include the continuing development of courses in immunology, hematology, diagnostic cytology and clinical microbiology. The appointee will also be required to study current trends in the fields mentioned, and to make recommendations on new undergraduate and postgraduate courses.

It is anticipated that the appointee will be qualified in medicine or an area of medical science, possess appropriate postgraduate qualifications and have substantial professional experience. Depending on his interests and experience he may be offered an association with the Royal North Shore Hospital.

Salary will be in the range of \$A29,812-\$A31,788. With consent of Council, academic staff are permitted to undertake limited consulting work.

The position offers tenure, superannuation, long service leave, and a Housing Loan Scheme. There is a contribution toward removal and initial accommodation expenses are provided for overseas appointees.

Dr R. L. Weiner, President of The Institute, will be in London from the 15th to the 26th of September, and will be available to provide further information regarding this position through the Agent General's office on 01-038 6851.

Applications close on October 31, 1978. Applicants should arrange for three confidential referees to arrive by the same date. Applications should include: address, phone number, personal particulars, documentary evidence of qualifications, work and teaching experience, publications, research work undertaken and the names and addresses of the referees contacted. Application and referees' reports are to be sent to: The Agent-General for N.S.W., N.W. Government Offices, 88 STRAND, LONDON WC2N 6LZ, ENGLAND.

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